## Amaris Canseco

## Lesson plans for week of September 13, 2010

Spanish III – (10th grade)

**Monday 9/13/10**

**Objective/s:** 1. Students will listen to current national and international newscast in Spanish and take notes using the Cornell note taking system. 2. Students will give their opinion and support their generalizations with evidence from what they listened. 3. Students will interpret written information in the target language.

**Procedures:** First students will listen to news and discuss during warm-up. Then, groups of students will read excerpts of the book Cajas de Carton by Francisco Jimenez (The Circuit). Each group will select which members will role-play the scenes and which students will narrate the different parts of the story. Students will plan and practice in groups how the information is to be presented as to get the most points in the rubric provided. Presentations will be tomorrow.

**Hw:** Visit Dartmouth College website and complete Step one of the Cajas de carton Modules (Biography questions).

**Materials:** Cornell note taking system template, podcast (news in slow Spanish – episode 77 of 9/2/10 beg. 12.50min), Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/bio.html>

**Tuesday 9/14/10**

**Objective/s:** 1. Students will listen to current national and international newscast in Spanish and take notes using the Cornell note taking system. 2. Students will give their opinion and support their generalizations with evidence from what they listened. 3. Students will reconstruct information read and present it in form of a play in the target language.

**Procedures:** First students will listen to news and discuss during warm-up. Then, groups of students will present their dramatization of the book Cajas de Carton by Francisco Jimenez (The Circuit). They worked on planning this yesterday.

**Hw:** Visit Dartmouth College website and complete Step two of the Cajas de carton Modules (reading and anticipation questions).

**Materials:** Cornell note taking system template, podcast (news in slow Spanish – episode 78 of 9/3/10 beg. 3.0min), Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/ant.html>

**Wednesday 9/15/10**

**Objective/s:** 1. Students will listen to current national and international newscast in Spanish and take notes using the Cornell note taking system. 2. Students will give their opinion and support their generalizations with evidence from what they listened. 3. Students will argue and justify points covered in homework assignments this week.

**Procedures:** First students will listen to news and discuss during warm-up. Then, students will proceed to review their homework responses. Since a lot of questions are open ended, students will need to justify answers.

**Hw:** Visit Dartmouth College website and complete Step four of the Cajas de carton Modules (lectura y pregunta). Read selection and only answer questions 1-8 on section entitled “preguntas de comprension”. Notice that the selection could be read to students by clicking the listening symbol. Important: Analytical Test on Cajas de Carton.

**Materials:** Cornell note taking system template, podcast (news in slow Spanish – episode 78 of 9/3/10 beg. 12.0min), Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/lec.html>

**Thursday 9/16/10**

**Objective/s:** 1. Students will listen to current national and international newscast in Spanish and take notes using the Cornell note taking system. 2. Students will give their opinion and support their generalizations with evidence from what they listened. 3. Students will complete an analysis of the book Cajas de Carton.

**Procedures:** First students will listen to news and discuss during warm-up. Then, students will discuss the homework. Finally students will complete analytical assessment.

### Preguntas de interpretación

1. ¿Por qué crees que Panchito fue a la escuela y su hermano no?
2. ¿Por qué piensas que Panchito estaba nerviosísimo cuando subió al camión de la escuela?
3. ¿Por qué estaba Panchito tan contento cuando el señor Lema le dijo que le iba a enseñar a tocar la trompeta? ¿Por qué es importante la música para Panchito?
4. ¿Qué significado tiene el hecho (the fact) de que todo estaba empacado en cajas de cartón cuando Panchito llegó a la choza?
5. Mira el [panel #15](javascript:openAWindow('../../mural/panel15.html','mural',590,480)) del mural de Orozco. Hay una representación de unos niños con su maestra. Describe a los niños y la maestra. ¿Qué emociones sientas al analizar este panel? ¿Qué intención tenía Orozco al pintarlo? ¿Qué pueden representar las personas en este panel?

**Hw:** Visit Dartmouth College website and complete Step five of the Cajas de carton Modules (essay).

**Materials:** Cornell note taking system template, podcast (news in slow Spanish – episode 79 of 9/6/10 beg. 3.0min), Website: <http://www.dartmouth.edu/~spanmod/modulos/cajas/red.html>

**Friday 9/15/10**

**Objective/s:** 1. Students will listen to current national and international newscast in Spanish and take notes using the Cornell note taking system. 2. Students will give their opinion and support their generalizations with evidence from what they listened. 3. Students will present their essays and assess each other using a peer rubric.

**Procedures:** First students will listen to news and discuss during warm-up. Then, students will proceed to present their homework responses. Peers will be rating each presentation on language use and content.

**Hw:** Listen to a Spanish Channel new cast or webcast and take notes using the Cornell Note taking System.

**Materials:** Cornell note taking system template, podcast (news in slow Spanish – episode 79 of 9/6/10 beg. 12.0min).

## Amaris Canseco

## Lesson plans for week of September 13, 2010

Spanish I – (8th grade)

**Monday 9/13/10**

**Objective/s:** Students will ask and tell their names and other people’s names in Spanish.

**Procedures:** First, students will use total physical response and natural approach to infer meaning of vocabulary in context. They would do this through observation of a model using puppets and other peer examples. Students will also listen to native speakers and decide whether people speaking are asking someone a name or giving a name (p.7-act1). Then students will copy vocabulary and would proceed to complete two activities where they have to decide in which visual scene they would hear a set of questions and answers.

TPR cool down: Common classroom responses

**Hw:** 1. Study *Blue* vocabulary section on page XX in addition to their notes. They would practice vocabulary intonations and physical expressions in front of a mirror. There would be dictation next class. 2. Create a Paper bag or sock puppet and bring to class by Friday September 17th.

**Materials:** Expresate textbook, Class puppets, and Vocabulary flipchart.

**Tuesday 9/14/10**

**Objective/s:** Students will ask and tell their names, greet each other and tell how they are doing.

**Procedures:** First, students will use total physical response and natural approach to infer meaning of vocabulary in context. They would do this through observation of a model using puppets and other peer examples. Then students will copy vocabulary and would create a mini-introductory comic strip in which the characters are introducing each other. Finally they would share their comics in small groups and make peer corrections.

TPR cool down: Common classroom responses

**Hw:** 1. Study *green* vocabulary section on page XX in addition to their notes. They would practice vocabulary intonations and physical expressions in front of a mirror. There would be dictation next class. 2. Create a Paper bag or sock puppet and bring to class by Friday September 17th.

**Materials:** Expresate textbook, Class puppets, Vocabulary flipchart and blank comic strip.

**Wednesday 9/15/10**

**Objective/s:** Students will make introductions; ask and tell where someone is from.

**Procedures:** First, students will listen to an audio script where they will have to make informed decisions on whether the people they hear are greeting each other or asking each other how they are (p.9-act5). Then students will quickly determine what to say in spontaneous situations without looking at their note (p.9-act6). Students will also use total physical response and natural approach to infer meaning of new conversations in context. They would do this through observation of a model asking and telling where people are from using puppets and other peer examples. Then students will copy vocabulary and would proceed to engage in a leveled activity where each student is given a card with a question and a answer. The goal is to know when to answer as they hear a peer ask a question.

TPR cool down: Common classroom questions & responses review

**Hw:** 1. Study all vocabulary sections on page XX in addition to notes. They would practice vocabulary intonations and physical expressions in front of a mirror. There would be a quiz where 20 phrases from page XX will be selected tomorrow. 2. Create a Paper bag or sock puppet and bring to class by Friday September 17th.

**Materials:** Expresate textbook, Class puppets, and Vocabulary flipchart.

**Thursday 9/16/10**

**Objective/s:** 1. Students will evaluate the most appropriate scenario to use some common classroom vocabulary. 2. Students will utilize subjects and verbs correctly in sentences.

**Procedures:**

1. Students will complete an evaluation of common classroom vocabulary determining their appropriateness.

2. After completing their quiz, students will observe a model of the use of pronouns. Students will suggest people with whom it would be appropriate to use “Usted” (formal You). Students will analyze points 3 and 4 (p16) on their own and get ready for demonstrations. Various groups of students will stand and volunteers would tell and explain whether they would use the masculine form or the feminine form of the plural pronouns with each group.

TPR cool down: Common classroom instructions (p XXII)

**Hw:** 1. Study vocabulary section on page XXII in addition to their notes. They would practice vocabulary intonations and physical expressions in front of a mirror. There would be dictation next class. 2. Complete a conversation (p.15-act18) 3. Create a Paper bag or sock puppet and bring to class by Tomorrow.

**Materials:** Expresate textbook, Class puppets, and Vocabulary flipchart.

**Friday 9/17/10**

**Objective/s:** Students will synthesize all the information learned during the week.

**Procedures:** Students will begin by reading pp. 16, 17 and in open discussions compare/contrast their culture to some common Latin American costumes. Students will listen as to a Spanish teenager and will determine the correct visual cue to each part of the conversation in a sequence. Then students will imagine they are reporters and would role-play interviews with partners, including the teacher (They will use their puppets for this). While doing this they must greet the person, ask the person’s name, ask where he/she is from and say goodbye. Finally students will watch a video where all components of the week are embedded and will take an interactive tour of Spain.

**Hw:** 1. Complete selected workbook activities. 2. Study all grammatical and vocabulary content of the week. There will be a quiz on Monday September 20.

**Materials:** Expresate textbook, workbook, Class puppets, and Vocabulary flipchart.